



Chinese Pottery:

Design through the
Dynasties

The Details:

Description: Diving into Art History, students will be viewing, describing, and learning about the various dynasties that have built the world of ceramics and the factors that influenced them.

Rational/Objective: To better understand why we use the ceramic techniques for construction and glazing we do presently, it is important to understand the history behind it.

Subject: Ceramics

Grades: 9-12

Key words: Dynasties: Qing, Shang, Han, Tang, Song, and Ming, Reign Marks, Porcelain, Celadon, Mishima

Region: China (a smaller portion of modern day China), can be adapted to Korea/Japan

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State Standards-

National: VA:Pr6.1.IIa, VA:Re.7.1.IIa, VA:Cn11.1.IIa

State: 9.1.12.F, 9.1.12.H, 9.2.12.B, 9.2.12.C

Prerequisite Knowledge: Students must have an understanding of Chinese dynasties studied in China and what makes each dynasty unique.

Extended activities: Can be broadened through different worksheets or mini projects

Procedures: Review



1. Students will evaluate their knowledge of material

Students will play a review game on Kahoot to let their knowledge of what they have learned to come full circle. Questions will reflect on the dynasties unique features, styles, and how pottery advanced through each dynasty to the next.

How do different time periods in art influence one another?

Low tech option: "Play around the World" with a waste bin, a couple of crumpled pieces of paper, a list of questions, and students grouped into teams.

Procedures: Mapping



2. Students will experiment with World Historical Gazetteer and dissect locations.

After talking about the historical and artistic features of Chinese pottery, we are now going to shift to geography. What can a location tell us about the art that was made there?



Students will first be given a practice worksheet that will detail instructions of how to work through WHG together as a class, with teacher instruction along the way.

Once students have familiarized themselves with the website, different locations of interest in these dynasties will be looked at. For example: Dehua in the Ming dynasty

Students will be placed into groups of 4 (with 6 total groups) where they will work alongside their fellow classmates to research more significant locations for their given dynasty.

Once locations are marked and pinned using WHG, they will create a place collection using points studied and they will use information discovered, in addition to styles/decoration from their dynasty, to create their own individual artwork.

World Historical Gazetteer Place Collections: A Walkthrough

The Collections feature in the World Historical Gazetteer (WHG) allows users to create and publish sets of place records that are connected in some way. There are so far two types of collections: Dataset and Place.

A *Dataset Collection*, which links two or more datasets, can be used to assemble a focused domain within the WHG platform from multiple sources. Two examples in progress are "Dutch Global History," and "An Historical Gazetteer of Ukraine."

Place Collections are typically composed of selected individual records from one or more datasets, but can also include all records from a given dataset. Each record in a Place Collection can be annotated with dates, keywords, and notes, to reflect the reasoning behind their inclusion. The Collection itself can be augmented with an abstract, an uploaded essay, images, and links to relevant external web resources.

Collections in the WHG are therefore a promising pedagogical tool for World History. Participants in this workshop are invited to try out the Place Collection feature themselves by taking the following steps>

1. Select **Data > Collections** from the top menu, which takes you to a list of your collections – so far, empty. Click "new" to create a new Place Collection

Place collections beta + new

A Place Collection is an authored data publication. It can include all places from one or more public dataset, as well as individual places discovered in WHG search results and browse screens. Any of its place records can be annotated with information pertaining to its membership in the collection.

[Guide](#) 

This takes you to the Collection Builder screen. Fill the required fields (Title, Description, Collection keywords) and press Save; note that these can always be edited later.

Place Collection Builder: [new]

Title *

Description *

Collection keywords *

Annotation keywords

* required

Cancel Save

Datasets Places (0)

Welcome

To create a new Place Collection, first fill out the required fields in the form on the left, and press Save. All information can be edited afterwards.

Afterwards you can begin adding places, and add an image, a file and up to three links.

"Annotation keywords" are terms that will be your own vocabulary for relations between a given place and the collection theme or topic. For example, relevant annotation keywords for a collection about a journey might include 'waypoint' and 'extended stay.' For lives of individuals, 'birthplace' and 'resided' might be appropriate. The choice is yours.

Link: <https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:524723ce-b920-3264-828c-8a2ad28eb68a>



Chrome HTML
Document

World Historical Gazetteer Worksheet

Procedures: Project

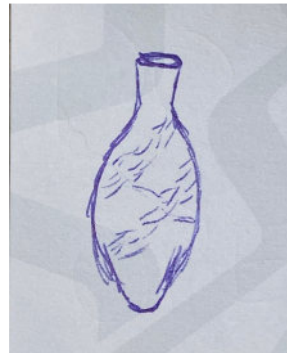
Now that our points have been plotted on our maps and students have conducted their research, the students will utilize the design elements of their dynasty and information from their cities to create a dynasty inspired vessel.

The vessel must be coiled and at least 7 inches tall, and should have a form and design in relation to that of their dynasty. It must also include a “reign mark” on the piece somewhere that indicates what century their project was “made in”.

Students will first begin finding a few reference images, then later making project sketches, before diving into clay.

Project Example:

Tony was a part of a group that studied the Song dynasty. Some key cities in that dynasty that contributed to its success were Jingdezhen, Taiyuan, and Gui. Looking at these cities, Tony learned that they were all populated cities with relation to rivers and Gui being named for a specific group of individuals. When thinking about his design for his project, Tony wants to take this geography into account, but also include a straightforward form. He plans to finish the piece with a glaze similar to traditional northern celadon out of Taiyuan. These are his reference images and sketches:



Procedures:Assessment

- Assessment through critique and observation
- Points to assess on:
 - Did the student make their project at least 7 inches tall?
 - Did the student use coiling as their main technique?
 - Did the student incorporate their sketches into their project?
 - Did the student produce a form and design of their dynasty?
- Hold a critique with the students over each of their pieces upon completion
- Points to discuss in critique:
 - What parts of your design were effective? Which were not?
 - Was the piece finished in the way that you had hoped?
 - Did your design change at all throughout the process of the production of it?

